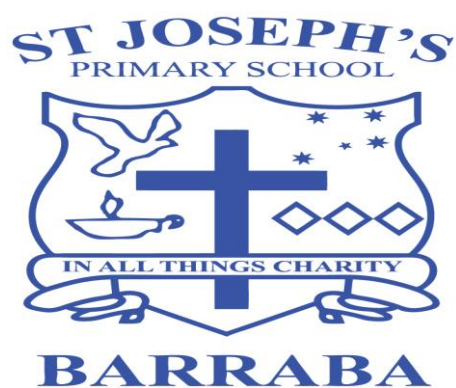


# Annual School Report 2022 School Year

St Joseph's Primary School, Barraba



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Principal  
Simon Fleming

## About this report

St Joseph's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The report outlines to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, monitors school processes to ensure compliance with all NESA requirements for Registration.

This report complements, and is supplementary to, school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2023 following its submission to NESA.

The contents of this report may be tabled for discussion at various parent forums, including the School Advisory Council meetings and all information is public.

Further information about the school or this report may be obtained by contacting the school on 02 6782 1685 or by visiting the school's [website](#).



## **1.0 Messages**

### **1.1 Principal's Message**

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Joseph's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Our mantra to staff and students is that learning must be at the forefront of all that we do. We must always be looking to evaluate our impact on learning to ensure that all students can learn, given the right support. Having said that, we also recognise that the first teacher for any child is the parent. We can influence only so much but the evidence clearly shows that what a student brings with them to school significantly influences performance. Evidence again suggests that students whose parents engage with and are positive about school will generally have greater success. School and parents must form a partnership and I would like to thank you, the parents, for the support you have provided to the school this year. Staff, students and parents have been incredibly understanding and resilient. Kindergarten students achieved excellent results in the Best Start testing at the beginning of the year. Across the school, students achieved good growth in reading and writing. Years 3 and 5 participated in NAPLAN online achieving pleasing results.

It hasn't been the easiest of years. We faced a COVID-19 wave in Term 1. We had to work out isolation rules and the distribution of masks and testing kits. Many families and staff were impacted. This together with a high rate of colds and flu meant that illness was a constant factor. Then we were hit with floods that impacted both staff and families causing disruption. We can only control what we can. However, we have had some highlights. The Lake Keepit camp in Term 1, the representation for Anzac Day, the Diocesan Cross Country Carnival, parent engagement evenings, open classroom visits, Vinnies winter appeal, the athletics carnival, the success of the schools relay team, the bishop's visit (twice in the one year), Kindy 2023 transition days, the trivia night, Book Week, and Brain Olympia are ones that come to mind amongst a host of others.

Simon Fleming  
Principal

### **1.2 A Parent Message**

This year saw 10 members on the School Advisory Council (SAC). Thanks to Secretary Katie Hall and other members, Karen White, Caitlin Griffiths and Amy Phillips for all their help this year. Welcome to new members Ben Crowley, Ben Abell, Courtney Stevenson, Maria Wilson, and Penny Kelly.

The SAC meets four times a year to hear operational updates from Principal Simon Fleming and to provide advice where needed. This year, uniform, staff recruitment and resourcing, promotion of the school in the community, and school grounds maintenance and improvements were discussed.

The Fundraising Committee operates independently of the SAC. Thanks to committee members Katie Hall, Karen White and Caitlin Griffiths and welcome to Justine Harris, Elisha Outridge and Courtney Stevenson. Thanks also to everyone else who helped with fundraising throughout the year; any help is much appreciated and always welcome.

Coming out of COVID-19 lockdowns, it was time for a few get togethers. A family fun day was run in Term 3 and a trivia night in Term 4. The school hosted the Diocesan Cross Country Carnival, catered at Tycolah bull sale, and ran a pie drive, among other fundraising activities.

Funds raised provide a second day of canteen each week, subsidise some of the uniform, subsidise school excursions to Canberra and Lake Keepit, and sometimes help out with maintenance and improvements around the school such as providing the shade sail over the play equipment.

Nannah Johnston



Chairperson  
School Advisory Council

## 2.0 This Catholic School

### 2.1 The School Community

St Joseph's Primary School is located in Barraba and is part of the St John's Parish which serves the communities of Barraba, from which the school families are drawn.

Last year the school celebrated 112 years of Catholic education.

The parish priest, Father John Curran, is involved in the life of the school.

### 2.2 Catholic Life and Religious Education

St Joseph's Primary School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

The Religious Education Coordinator, Principal and class teachers liaise with the parish priest, Father John Curran, when preparing the children for sacramental programs and for whole school masses and liturgies. Parents of students in sacramental classes attend a parent information meeting with the parish priest, class teacher, Religious Education Coordinator (REC) and Principal at the commencement of each instruction period. At these meetings parents are informed about the sacrament, the Sacramental Program and procedures for the celebration. The REC provides additional preparatory sessions in the lead up to the sacraments. This year students were confirmed by Bishop Michael. Some students completed holy Communion, baptism and reconciliation. The school held fund-raising activities for both Caritas and Children's Mission. The Storytelling Method of teaching about stories from the Bible is used across all grades K-6.

Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of 30 multiple-choice questions.

Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 30)	
Year 6	21

### 2.3 School Enrolment

St Joseph's Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2022	TOTAL 2021
Male	2	2	4	4	4	2	0	18	25
Female	2	8	1	3	1	1	0	16	23
Totals	4	10	5	7	5	3	0	34	48



## 2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff, as part of their duty of care, monitor attendance each day. The class roll is marked every day and rolls are checked each week by the Principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school, preferably on the first day of absence and certainly within seven days. The Principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the Principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the Principal to discuss the leave request.

The average student attendance rate for the school during 2022 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	85.0%	90.0%	86.0%	86.0%	81.0%	88.0%	82.0%	85.4%

### Managing Student non-attendance

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community.
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement.
- maintaining accurate records of student attendance.
- recognising and rewarding excellent and improved student attendance.
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance.
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented.
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/ carer involvement.
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non-attendance is an issue and previous strategies have failed, the Principal and the System Performance Leader will convene a meeting with the family, the student, and other agencies if required, to develop a Return to School Plan.



## 2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	1
2. Those teachers at the NESA Teacher Accreditation Proficient level.	5
3. Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESA Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	5
6. Number of staff identifying as Indigenous employed at the school.	1
7. Total number of non-teaching staff employed at the school.	7

## 2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community. The school models and teaches students about respect and responsibility in a number of ways:

- The Living Well, Learning Well Framework was implemented across the school this year, promoting the new 'rules for living': I am safe, I am a learner, I am valued, respected and cared for.
- Students were involved in a range of activities, including being part of the Mini Vinnies committee.
- Students and staff contribute generously to social justice appeals, including Catholic Missions and Caritas.
- The Mary MacKillop Awards for displaying Christian Values were presented at the Annual Presentation Day.
- The values of respect and responsibility lie at the heart of Catholic schools and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the very nature of interpersonal relationships.

## 2.7 Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the school used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.



## **Parent Satisfaction**

Overall, parents are very satisfied with the educational opportunities offered at St Joseph's. Parents recognised that the school embodies a positive teaching and learning environment. Parents enjoyed the small-school, family atmosphere. Consequently, the personal touch offered is highly valued. A lot of parents made positive comments about staff commitment and care for students. Parents and staff were also happy with the grounds and facilities, classroom resources and school communication. Parent satisfaction is gauged in a number of ways including an annual school survey, additional parent surveys, anecdotal evidence and feedback through the School Advisory Council and fund-raising committees.

## **Student Satisfaction**

Overall, students are very satisfied with the educational opportunities offered at St Joseph's. The students enjoyed the wide range of learning opportunities the curriculum offered and the many opportunities they had to use a wide range of technology. Students rated their teachers highly, particularly in the way they encourage them to do their best. Playing sports with their friends and the school canteen were highlights. Student satisfaction is gauged in a number of ways including a school survey, anecdotal evidence and feedback from school leaders during learning walks and talks.

## **Staff Satisfaction**

Staff members of St Joseph's expressed a very high level of job satisfaction. They enjoy working in an environment that is professional, open and friendly and is based on respect and understanding. All staff members experienced the support of colleagues and felt supported by the wider school community. The survey indicated that staff feel they can participate in learning conversations, they receive feedback to help them be a better teacher, are provided with opportunities to improve their teacher and school leaders know them as a person and support their wellbeing. All staff are committed to ensuring a high standard of teaching and learning. Staff satisfaction is gauged in a number of ways including a school survey, anecdotal evidence and oral feedback during professional learning meetings.

### **3.0 Teaching and Learning**

#### **3.1 School Curriculum**

The school provides an educational program based on and taught in accordance with the NESA syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

Religious Education in Catholic schools is a mandatory KLA included in the curriculum for students in each year group. St Joseph's Primary School is committed to providing a quality education that meets the needs of all students.

A focus was maintained on collecting data to inform the next steps in student learning, using external and internal forms of assessment and visual data walls. Individual student goals for reading, writing and mathematics were created to assist children in improving their knowledge and skills. Throughout the year, the Inclusion Support Teacher, Leader of Pedagogy and an education assistant worked intensively with small groups of students to teach the MiniLit and MacLit programs. The kindergarten teacher used InitialLit with this cohort. Both programs proved to be successful in ensuring student growth. The Leader of Pedagogy, along with the Inclusion Support Teacher and Principal monitored these programs and overall student achievement within the school. This work was fundamental in



ensuring the success of the program. The Literacy Block continued to be a protected learning time. BIG write and VCOP continued to help improve writing stamina and quality across the school. Students participated in a music program, taught by the Tamworth Conservatorium of Music, where each class (K/1, 2/3/4) enjoyed djembe lessons with a qualified music teacher.

Academically, St Joseph's experienced many learning opportunities and students achieved pleasing growth, particularly in reading and writing. The implementation of the new English and Mathematics syllabus in 2023 will be a focus for the school.

### **3.2 Student Performance in National Testing Programs**

#### **3.2.1 NAPLAN**

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 5 students presented for the tests while in Year 5 there were 5 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Joseph's Primary School, school and student performance are closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis.

The following data indicates the percentage of St Joseph's Primary School students in each band compared to the State percentage.

NOTE: Year 3 has five or less students, consequently the NAPLAN information has been withheld to protect the privacy of the students.

NOTE: Year 5 has five or less students, consequently the NAPLAN information has been withheld to protect the privacy of the students.

Data reflects an improved trend in student performance. Initiatives such as the literacy block and teachers improved understanding of developing each individual student is reflected in the results. Teachers have also benefited from professional development around numeracy and the need to teach to a progression from pictorial to abstract.

### **3.3 Teacher Professional Learning**

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The school takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development.

All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Whole staff development day professional learning activities in 2022 were:





<b>Staff Professional Learning Activity</b>	<b>Date</b>	<b>Presenter</b>
Code of conduct, child protection	27/01/2022	Leanne Woods
Data Analysis and AIP	28/01/2022	Deb McDouall, Maria Wilson, Simon Fleming
Staff prayer retreat - mission & evangelisation	18/07/2022	CSO Renewal Team
Compass Learning Tasks	08/03/2022	Kim Kliendienst

#### **4.0 School Policies**

##### **4.1 Enrolment Policy**

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' of Students in the Catholic Systemic Schools of the Diocese of Armidale. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's [website](#) and the Armidale Catholic Schools Office [website](#).

##### **4.2 Pastoral Care Policy**

Jesus Christ and his teachings are the basis of all that occurs at St Joseph's Primary School. Christ's teachings, therefore, should relate to how staff develop student self-discipline. The school community believes in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. Staff aim to bring this about in the school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending St Joseph's Primary School have the right to be treated:

- justly
- respectfully
- fairly

*No changes were made to the 'Pastoral Care Policy' this year.*

*The full text of the school's 'Pastoral Care Policy' may be accessed on the school's [website](#) or at the administration office.*

##### **4.3 Student Discipline Policy**

Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons or non-school persons, including parents, to enforce discipline in the school.

*No changes were made to the 'Student Discipline Policy' this year.*

*The full text of the school's 'Student Discipline Policy' may be accessed on the school's [website](#) or at the administration office.*



#### 4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention Policy' which is implemented by the school and all systemic schools in the Diocese of Armidale. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy.

*No changes were made to the 'Bullying Prevention and Intervention Policy' this year.*

*The full text of the school's 'Bullying Prevention and Intervention Policy' may be accessed on the school's [website](#), the administration office or on the CSO website.*

#### 4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by this school. The rationale for this policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

*No changes were made to the 'Complaints Handling Policy and Guide' this year.*

*The full text of the school's 'Complaints Handling Policy and Guide' may be accessed on the school's [website](#) or the administration office.*

#### 5.0 School Review and Improvement

Each year, the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic Improvement Plan and informed by the Catholic Schools Office Annual Improvement Plan. The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the System Performance Leader.

Key Goals Achieved and Implemented in 2022	Key Goals for 2023
<ul style="list-style-type: none"><li>• Embed Living Well Learning Well consistency across the school to assist in building our strong team</li><li>• Improved learning outcomes in Religious Education and Numeracy</li><li>• Students being challenged to reach their full potential through high expectations and shared responsibility</li></ul>	<ul style="list-style-type: none"><li>• Further strengthen engagement of parents carers as partners in learning</li><li>• Enhance RE Pedagogy</li><li>• Implement and refine the implementation of the new K-2 English and Mathematics syllabus</li></ul>

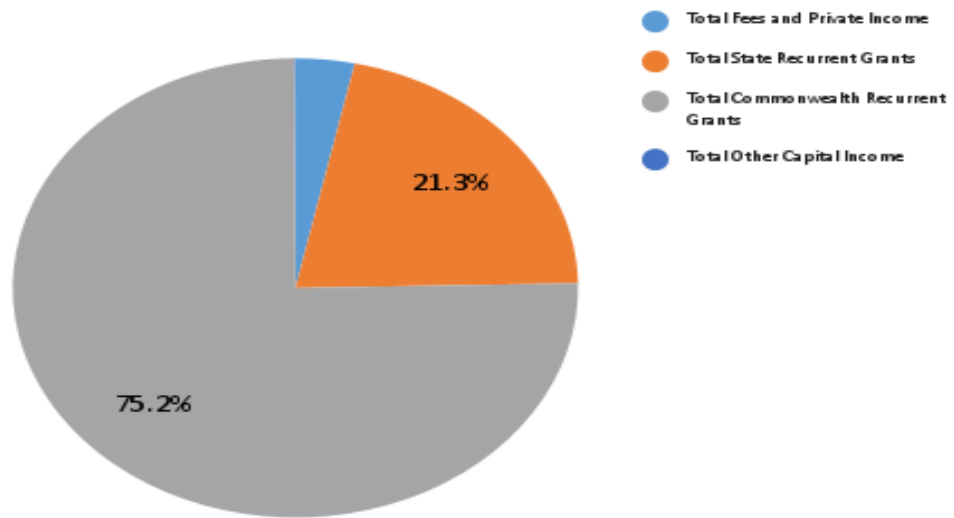
#### 6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2022 is presented below:



### 2022 Income - St Joseph's Primary School, Barraba



### 2022 Expenditure - St Joseph's Primary School, Barraba

